

Illinois Wesleyan University

Growth, Turning Points and New Directions
Since the Second World War

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INTRODUCTION: An Overview

Illinois Wesleyan University is commemorating its 125th year and the occasion seems an appropriate time to take stock of the institution's development since the end of the Second World War. The intervening years have witnessed what are surely the most rapid and substantial changes in the history of Wesleyan.

The following is an attempt to trace the major trends and turning points which have shaped the development of Wesleyan to the present and which may be expected to continue to affect it for years to come. Rather than a strict chronological accounting, these events are discussed in relation to the general topic areas of academic programs, campus life, and institutional administration and governance. In addition, photographs and short captions or vignettes are included in an effort to capture some of the lighter moments, traditions, and atmosphere which have characterized IWU at various times throughout the years.

An entity as complex as a university, even a small one such as IWU, is extremely difficult to treat historically, especially when the account must be brief. Further, virtually every reader will possess eyewitness knowledge of at least some of the events which are summarized. It is to be expected that any recounting of the major events may seem inaccurate or incomplete to those who actually participated. Nonetheless, editorial choices must be made. While it may be impossible to estimate the eventual impact of some seemingly insignificant happening or of any given individual's presence on the campus, the following trends and events seem to be clearly prominent in their overall significance for Illinois Wesleyan.

- Immediately following the Second World War, the construction of the Memorial Student Center and the first large residence halls marked the beginning of a trend toward a more truly residential campus and greatly expanded student services.



The Centennial Homecoming parade, 1950

- Also in the late Forties, Wesleyan expanded its commitment to professional education in the fine arts by adding Schools of Art and Drama to complement the longstanding emphasis established in the School of Music.
- Enrollment fluctuated drastically before beginning a steady climb in the middle Fifties which culminated in the current plateau of more than 1,600 students. The influx of veterans following WW II had caused enrollment to bulge to over 1,300 students after which it declined by nearly 40 percent in the early Fifties to a low point of approximately 750. Wesleyan responded by implementing austerity measures and by developing an innovative and aggressive admission counseling program which has continued to the present.
- Planning and development efforts begun in the late Fifties produced the "Twelfth Decade Advance" in the Sixties. During this period, enrollment growth and expansion of academic programs were accompanied by the construction of six new academic and administrative buildings and the renovation of another. Also, three large residence halls, a new heat plant, and a new bookstore were added to the campus.
- In 1959, the University became a pioneer in providing baccalaureate preparation for nurses by establishing the Brokaw Collegiate School of Nursing. Enrollment in this professional program grew

rapidly until it became the largest of the four professional schools which give IWU a unique identity as a "micro-university."

- Wesleyan took advantage of the general growth in higher education during the Sixties to improve the quality of students and faculty through increased selectivity as competition for college admission and for college teaching positions stiffened. In order to attract highly qualified faculty, salaries were substantially increased in relation to those paid at similar institutions.

- Charges for tuition and other expenses have risen dramatically over the years in line with expansion, improved quality, and economic inflation. Since the early Sixties, Wesleyan has expanded and refined its financial aid services in an attempt to meet the needs of all qualified students.

- Probably the most significant result of conscious efforts at academic innovation during the middle Sixties was the implementation of the January Short Term. The change was greeted with apathy or even hostility by many faculty and students, as Wesleyan was among the first dozen U.S. colleges to adopt such an unorthodox calendar. IWU quickly came to see the benefits of the concentrated term, however, as have hundreds of other schools across the nation.

- As the "Twelfth Decade Advance" drew to a close, the University, with the help of students, faculty and consultants, took stock of its position and future needs. Faced with potential enrollment declines and adverse economic conditions nationally, Wesleyan resolved to seek enrollment stability and further qualitative improvement. Renewed development efforts were aimed at increasing current gift income, completing the building and campus beautification program, and expanding the endowment.

- In 1972-73, completion of the Alice Millar Center for the Fine Arts provided, for the first time in many years, adequate facilities to meet the needs of the programs in Music, Art, and Drama. This project rounded out physical plant needs. The same year saw the largest increase in the University's net worth (fund balances) ever recorded, in both absolute and relative terms.

ACADEMIC INNOVATION AND THE "MICRO-UNIVERSITY"

An investigation of the academic life and programs at Illinois Wesleyan since World War II reveals three major trends or developments. First is an apparent improvement in the academic quality, or at least in the general level of academic preparation of students and faculty. Second, the University has, over the long run, added new programs and altered old ones in such a way as to change IWU from a liberal arts college with a professional music school into what may be called a "micro-university," a unique combination of professional and pre-professional programs in the setting of a small liberal arts college. Third, Wesleyan has engaged in significant experiments with innovative curricula and instructional techniques, the most notable being the January Short Term.



The Freshman Beanie

Titan Green took on more than symbolic meaning for IWU freshmen before 1969. Tradition had it that the "green" Frosh had to wear the undistinguished headgear at all times from registration until the Titan gridders won the Homecoming game or, failing that happy event, until Thanksgiving vacation. Some naive individuals actually believed the rule and were reported to continue to advertise their freshness beyond the first week of school; it is said that most ditched the things between registration and the Grill. The tradition died when students began to rebel at paying \$1 for the hunks of green felt; rising to the outcries of its constituency, Student Senate assumed jurisdiction over beanies and made their purchase optional.

Without question, there have always been associated with Wesleyan a number of prestigious faculty members who were also inspiring teachers. Similarly, there have been outstanding students throughout all the years. Attempts at comparing the best of today with the best of the past soon degenerate into meaningless argument, however. The entire milieu of national academic life has changed so substantially that only general observations can be made about the abstract "general level" of academic performance and about some of the social, political and other factors which might have had some effect.

Current faculty members who were teaching during the late Forties have observed that the maturity and motivation of the WW II veterans made that period one of the most stimulating times to be a teacher. Competition for college admission among post-war high school graduates and the returning veterans may have allowed IWU to be more selective in its admission policies, even though enrollments at that time were allowed to grow substantially. This growth, with its corresponding increase in faculty numbers, undoubtedly had a stimulating effect on the general intellectual atmosphere of the University. In contrast, the severe enrollment decline of the early Fifties (from 1,355 students in 1949 to 778 in 1953) with its resulting retrenchment, may have contributed to a relaxation of admission standards.

Since 1957, enrollment has consistently exceeded 1,100 students. Until the decision in 1970 to stabilize enrollment at about 1,650 fulltime undergraduate students, the pattern was one of long-range growth with some periods of slight fluctuation. Increasing selectivity in the admission of new students was the result of an aggressive admission policy and a growth rate deliberately held below the national average. A comparison of average test scores and high school standing for entering freshmen over the years confirms this conclusion.

The combination of the enrollment boom and substantial increases in tuition enabled IWU to undertake sustained efforts toward raising faculty salaries in relation to those offered at other comparable schools. Today Wesleyan ranks among the top 20 percent of similar colleges with regard to faculty compensation. Increasingly competitive salaries and the growing competition among Ph.D. holders for college teaching positions are certainly factors which have contributed to the overall increase in the level of academic preparation of the faculty. For example, the proportion of the liberal arts faculty holding earned doctorates in 1958 was 44 percent. In 1968 it surpassed 50 percent and in 1974 it exceeded 70 percent.

Thus, while it is impossible to assess the value of those intangible qualities which cause the intellectual atmosphere to crackle with excitement, it does appear from circumstances and available quantitative measures that Wesleyan has grown much stronger academically over the years. Some observers of academic life have also noted that, as in American society generally, the pace of student and faculty life has become more intense in later years. Whether this intensity amounts to improved quality may be debatable, but its existence seems as apparent as the factors which may have caused it: Social upheaval, technological revolutions, dramatic growth in higher education, increasing competition for jobs or places in graduate school, and, for a time, the prospect of being drafted for military service in a controversial war.

Regardless of other factors affecting academic excellence, the nature of the student body and the quality and diversity of intellectual life on the campus were certainly altered by what might be called the trend toward "professionalization" in the curriculum. The most notable events associated with this trend are the founding of the Schools of Art, Drama, and Nursing. Other developments include the increasing professionalization of teacher preparation, expansion of business programs, and expanding enrollments in pre-professional programs such as social welfare, medical technology, pre-medical training, and pre-law.

The Schools of Art and Drama were founded in 1946 and 1947, respectively, and in 1948 they were combined with the School of Music into a College of Fine Arts. Though the College of Fine Arts has never functioned as an administrative entity, it does serve to stress the University's comprehensive commitment to the visual and performing arts. Both schools evolved from pre-existing Bachelor of Arts programs of long-standing. The prestigious example set for many years by the School of Music may have influenced the decision to establish Schools with professional programs leading to the Bachelor of Fine Arts degree. It is perhaps significant to note that the new professional degree programs were not dropped or suspended just a few years later when severely declining enrollments forced significant retrenchments.

The School of Art had its beginnings in Wesleyan's association with a proprietary commercial art school operated in Bloomington during the early 1900's. Art instruction was associated with the School of Music and took place in Presser Hall when IWU first assumed exclusive responsibility for it. By 1946, when it acquired the status of a School, art had been functioning as an academic department for 17



The Art Center, formerly a carriage house

years. The addition of the professional degree program at a time when overall University enrollments were booming resulted in rapid and substantial growth in the numbers of students pursuing artistic studies.

Studio instruction was initially limited to commercial art skills, painting, drawing, and printmaking. Sculpture and ceramics were added later. Full-time staff positions have always been limited by the size of the Art School enrollment which has never exceeded 100 full-time students. A rather comprehensive studio curriculum has been maintained throughout the years by the use of part-time teaching specialists. At times it was necessary to use outstanding upperclass students for specialized instructional purposes.

With the exception of a small structure called the "Art Center" behind Blackstock Hall, art classes and studios were located exclusively in converted residences for the first 26 years of the School's existence. A large brick house on Main Street provided a gallery, classrooms, and painting studios, with a sculpture shop in the basement. The print shop was located in the basement of Blackstock Hall, an old mansion which was and still is a women's residence hall. As the enrollment grew, other frame houses were pressed into service as shops and student studios. In 1973, after many years of crowding and

inconvenience, the Art School occupied its new home, a specially designed building constructed as part of the Alice Millar Center for the Fine Arts. Though less rustic or Bohemian than the former quarters, the new structure provides more than twice the floor space previously available for art instruction and is better designed and equipped for teaching and working in a variety of artistic media, including plastic sculpture, metal casting, and photography.

Despite its less-than-ideal facilities, Wesleyan's School of Art developed its own unique qualities over the years. Rupert Kilgore, who joined the faculty in 1946, became director of the School of Art three years later and for the first 25 years the history of the School was closely associated with the man. It was Kilgore who established the Wesleyan tradition of quality art education provided by artist-teachers. These traditional qualities led a famous critic and art educator who visited the campus to remark that IWU possessed something more than a school of art; he called it a "community of artists." There can be no doubt that the presence of this "community of artists" had a significant impact on the entire Wesleyan community. With assistance from the community, the School brought the works of well-known artists from all parts of the country to the IWU campus by means of an annual "purchase show." This traditional exhibition began in 1946 and was held each year until 1969. From 1956 to the present, the School of Art has co-operated with the Schools of Drama and Music, and in later years with the Student Senate, in sponsoring the annual Contemporary Fine Arts Festival. The large Merwin Gallery in the new art building has already given rise to a more extensive program of exhibitions for the campus and the public.

Spring Festival

IWU students gave generously of their time and effort in the cause of admission recruitment before 1964. Hundreds of high school seniors were invited to the campus each spring to experience the times of their lives — a "typical" weekend at Illinois Wesleyan. They were treated to a theatre production, water ballet, and a dance complete with real college-age dates (guess who). In addition to study time, students also gave up space in their rooms and often they footed the bills for guest meals in the houses. Naturally, many of the "guests" were so impressed that they returned as students the following year and sacrificed themselves fourfold in subsequent Spring Festivals.



Spotlight Alley Theatre

In some ways the development of the School of Drama parallels that of the Art School. Dramatics formed a prominent portion of the curriculum in the Department of Speech before the professional program was initiated, and dramatic activities had long been an important traditional aspect of campus life. Thus, the commitment to a professional degree program was the major change associated with the establishment of the School. In fact the relationship of dramatics to speech was maintained for a time by making speech instruction a part of the "School of Dramatics and Speech." Later the speech department was severed again from Drama and most recently (1972) instruction in speech was limited and returned to the School of Drama curriculum.

Dr. Lawrence Tucker headed the School of Drama as director from its founding in 1947 until 1968, when he was succeeded by Dr. John Ficca, the present director.

The School of Drama was similar to the School of Art for many years in its need for adequate facilities. The destruction of Hedding Hall and Amie Chapel in 1943 forced dramatic productions into Westbrook Auditorium in Presser Hall. Conflicting programs of the School of Music led to problems with scheduling and other aspects of this arrangement. Completion of the Memorial Student Center freed

the "Hut," a carriage house adjacent to Kemp Hall formerly used as a snackbar and bookstore, for use as a theatre in 1949. Summer productions were staged there in what came to be called "Spotlight Alley." Classes were held in Old North. Construction of McPherson Hall was completed in 1963 and for the first time the School of Drama possessed a modern production facility. The new structure also provided space and facilities designed to support the instructional program.

Drama has also resembled Art in size, maintaining an enrollment of less than 100 students, and in providing specialized instruction at times through the use of part-time teachers. Because the professional program in Drama has, from the beginning, been based primarily upon a commitment to professional productions, it has easily equalled and perhaps exceeded the impact of the other Fine Arts Schools on the life of the campus and the surrounding community. Critics visiting the University for the Fine Arts Festival or on other occasions have been lavish in their praise for the Drama program and the quality of its theatre productions. Most recently, the addition of an experimental theatre facility, built as part of the Alice Millar Center for the Fine Arts, has enhanced the experimental theatre productions which complement the annual schedule of main-stage shows, and which provide added educational opportunities to drama students.

It would not be proper to discuss the academic programs of the University over the past thirty years without noting the stability and quality of the School of Music. Less affected than other portions of the University by enrollment fluctuations, the Music School contrasts with the institution as a whole by reason of its constancy. Throughout the entire period since the Second World War, the presence of the School has added a unique dimension to the intellectual and cultural life of the University. At some times its impact was naturally more dramatic than at others, since music students made up a substantially larger proportion of the student body during periods when total enrollment was smaller.

Presser Hall, built in 1929-30, continued to serve as the exclusive music facility even after gradual increases caused the enrollment to far exceed the 125 students for which it was designed. Renovation of Presser, long planned in connection with the projected Center for the Fine Arts, was accelerated unexpectedly by the work of arsonists in 1970. The fire caused direct damage to the stage area in Westbrook Auditorium as well as to many basement practice rooms and was responsible for extensive smoke and water damage. It occurred almost simultaneously with the wave of campus protests over the killing of

students at Kent State, but any suspected connection was disproved three years later when the juveniles responsible were apprehended.



Fire-ravaged stage area of Presser Hall

While the damaged portions of Presser were being repaired in 1970-71, music instruction and performance activities were carried out in converted residences and in the Memorial Student Center. Completion of the Alice Millar Center for the Fine Arts in 1973 provided a new structure adjoining Presser. This addition not only expands the available practice space, but also includes modern rehearsal facilities, a small recital hall, an electronic piano studio, and an electronic music laboratory.

The School of Music has grown in size and maintained high standards in spite of increasing competition for music performers brought about by the burgeoning programs in the performing arts at state-supported institutions. Wesleyan's reputation for music was enhanced on a national level over the years by the prominence of the School's leadership in the affairs of the National Association of Schools of Music (NASM) and the Phi Mu Alpha professional music fraternity. Both groups were headed at times by Dr. Carl M. Neumeyer, director of the School from 1952 until his death in 1972.

In addition to the regular extensive programs of student and faculty recitals, Neumeyer initiated the annual Contemporary Music Symposium in 1952, further expanding musical opportunities for all members of the University community. More recently the symposium, which brings prominent contemporary composers to the campus, has been co-ordinated with the overall Fine Arts Festival.

The decision in 1958 to found the Brokaw Collegiate School of Nursing is one of the major events in the recent history of Wesleyan. This program broadened the spectrum of professional interests of the student body, contributed greatly to the growth in enrollment and faculty and in slightly more than 10 years achieved national recognition for excellence.

For many years, Wesleyan had co-operated with the Brokaw

Hospital School of Nursing in providing basic liberal arts instruction for the students in that diploma program. The University also offered Brokaw students the opportunity to earn a Bachelor of Science degree from Wesleyan in a combination program which at first took a total of five years and was later reduced to four years. Despite this long history of involvement in the education of nurses, however, the founding of a collegiate school represented a major departure from past practices in nursing education and was opposed by various constituencies of the University. Some trustees and faculty members questioned the action on economic grounds, noting the typically high cost of collegiate nursing instruction and the University's need for additional endowment to support such a program. Parts of the medical profession were in general opposition to the relatively new concept of nursing instruction by a professional nurse faculty. It was argued that a high-tuition four-year program would have difficulty attracting students in competition with much less expensive diploma programs which required only three years. Others in the medical profession supported the venture, however, as did the administrators of Brokaw Hospital, who wished to phase out the diploma program.

It is reported that the trustees actually voted on the issue of the implementation of a collegiate school of nursing at IWU on three separate occasions, the last in 1958 after staff hiring had already begun. Solid administrative backing and the determined dedication of Dr. Mary D. Shanks resulted in an ultimately affirmative decision, however. Dr. Shanks, who holds a Brokaw diploma and a Wesleyan degree, became director of the University's Brokaw Collegiate School of Nursing in 1960 and her leadership has been a prime factor in its subsequent success. The new School of Nursing completed the course of instruction for the final class of students in the Brokaw diploma program and admitted its first class of 71 degree students in 1959.

Baccalaureate nursing education has indeed been a high-cost program for IWU, but the School's outstanding achievements are also clear and indisputable. Attracting students of high quality was no problem as enrollment grew to approximately 200 in slightly over 10 years, making the School of Nursing the largest of Wesleyan's four professional schools. The foresight of those who conceived and implemented the School has been demonstrated by the increasing dominance of baccalaureate programs in the field of nursing education. The consistently outstanding quality of the School was recognized in 1971 when the National League for Nursing awarded continued accreditation without recommendation.



Old Science Hall before remodeling

Facilities for the School of Nursing were initially provided by the building which served as a dormitory for the Brokaw Hospital School. A federal grant providing for the renovation of the upper levels of Science Hall coincided with the move of the departments of Biology, Chemistry, Mathematics and Physics into Sherff Hall in February 1964. Rededicated as Edgar M. Stevenson Hall when occupied by the School of Nursing, the remodeled facility provided thoroughly modern faculty offices, classrooms, and facilities for demonstration and practice of a variety of clinical techniques. A closed circuit "video-trainer" system was added later.

Many changes were also occurring in the academic programs of the College of Liberal Arts during the postwar years. Retrenchment necessitated by enrollment declines, later expansion, interaction with the professional school programs, and changes in the natures of the various disciplines themselves all resulted in profound effects on some individual departments. For example, for a time in the late Forties, Psychology formed a joint department with Education as a part of the Division of Social Sciences. It was made a separate department in the Fifties, and came to be designated a Natural Science in the Sixties. History and Political Science were conjoined for a time in the Fifties. The Departments of Business Administration, Economics and Insurance were variously grouped under departmental and divisional



Kemp Hall

Kemp Hall possibly served more different functions for the University than any other building, and probably holds more romantic memories for those who lived and worked in it. At various times the old mansion served as the campus dining hall, both a men's and women's residence hall, and, on more than one occasion, as administrative offices. There are stories of outings; and one group of residents went so far as to attempt secession from the University and the establishment of a monarchy.

structures during the long chairmanship of Dr. William T. Beadles, a Wesleyan alumnus whose expertise in insurance education brought added prestige to his *Alma Mater*. Presently, these studies are grouped into departments of Finance and Insurance, Business Administration, and Economics under co-ordinated leadership.

More important than the fates and changes encountered by the particular departments in Liberal Arts, however, are the trends in instructional methods and techniques, as well as some major changes in the general degree requirements. With regard to the latter, the most important action may have been the introduction of more pervasive language requirements. Until 1953 Wesleyan offered three liberal arts degrees: The Bachelor of Arts, the Bachelor of Science, and the

Bachelor of Philosophy. The major difference among them was the requirement of a Foreign Language, additional English Literature, or no language or literature, respectively. The first change was the abandonment of the Ph.B. degree. Then, in 1963 the B.S. option was restricted to majors in the Departments of Business, Insurance, Speech, Education, and Physical Education. The Department of Education was later excluded.

A second change concerning general degree requirements resulted from the work of a special curricular committee on requirements called Task Force II, which filed its report in 1967. Not all its recommendations for change were adopted, but the most significant was perhaps the substitution of the "smorgasbord" approach involving electives chosen from a broad area rather than required survey courses in the natural and social sciences. The strong survey course in the Humanities was retained and it continues to meet the Humanities area requirement for a majority of students today, though there is a "bypass" consisting of courses elected from the Humanities Departments and the Fine Arts.

Trends and changes concerning instructional techniques and formats have included a movement in recent years toward more interdisciplinary studies of a specialized nature as opposed to the old introductory survey courses. Earlier in the Fifties and increasingly in the Sixties, continuing trends toward more individualized or independent study projects became apparent. Efforts were also directed toward greater utilization of off-campus resources for learning, including internships and travel courses. Also evident is a continuing though cautious experimentation with the use of technological advances in instructional media. This trend has been particularly notable since the establishment of the Library Media Center in 1973, but could be seen before in the application of closed circuit television and the establishment of a language laboratory in 1967.

However, overshadowing all the other academic innovations of the period (though often facilitating them) was the implementation of the January Short Term, originally proposed as a means toward complete curricular revision. Initial faculty opposition to the idea appeared to subside into apathy or resignation during a year of discussion. After the Dean's Council declined to act on the proposal, an administrative decision was made to implement the concept in 1965-66. Despite initial difficulties with final exams and some other mechanical matters, most students and faculty members soon came to appreciate the inherent advantages of the innovative calendar. It provided flexibility for var-

ious intensive learning experiences such as travel courses, off-campus internships, and individualized laboratory work in the sciences, all in addition to giving Wesleyan a highly visible claim to uniqueness. Naturally, some fields of instruction and some courses were and are less adaptable to the short term format, particularly those associated with musical performance. Still, the University's commitment to the new calendar was complete, with all of the colleges and schools adopting the new format and all students required to participate for credit.

For the first six years the Short Term was in effect, it was carved out of the Fall Semester leaving a Long Term of 12 weeks and a Spring Semester of 16 weeks. Difficulties in balancing the workload of faculty and students over three unequal time periods (theoretically the same course taught in the Long Term or in the Spring Semester was to require the same amount of work) led the faculty in 1971 to realign the calendar according to terms of 14, four, and 14 weeks. This structure was to correspond to a standard student load of four, one, and four courses.

Subsequent study revealed that many students were, in fact, taking five or six courses during each term—heavier loads than they had taken under the previous system. In some areas, students were taking too many separate courses and faculty were teaching too many for maximum efficiency and quality in the learning process. Studies at other institutions had demonstrated that such fragmentation of teaching and study leads to unequal allocations of time and effort to the various subjects studied and taught. This situation resulted in a loss of intensity and quality of academic experience for students in some fields. These problems of fragmentation and overloading were attributed to the predominance of three-credit courses, and a general University Self-Study Committee in 1972 recommended conversion of the system for awarding credits from the semester hour basis to a course unit basis in which all courses carry the same credit toward graduation. The proposal was refined in 1972-73 by a special task force and adopted by the faculty for implementation in the Fall of 1974. Under this new system, each course is worth one unit of credit toward graduation. Students enroll for courses in a 4-1-4 pattern and faculty members teach according to a 3-1-3 schedule, so that workloads are theoretically balanced for both, and there is more emphasis on the intensity and depth of the experience with each subject.

With the Short Term and other innovative techniques, requirements, and programs, *balance* has been the key to the University's efforts at change. The desirability of permitting each student the

maximum flexibility and choice in designing his or her own educational program has constantly been weighed against the necessity for consistency and coherence in the standards by which degrees are awarded. These tensions must no doubt continue and ultimate success probably will be measured by the University's success in the balancing act. The combination of caution and innovation which typifies Wesleyan's recent history indicates that such balancing has become a tradition. Although the University has never overextended itself in the direction of a single radical educational technique, neither has it been altogether static. No doubt there have been mistakes made, but they have been neither undebatable nor catastrophic.

Physical facilities are often felt to be less crucial to the educational process in the arts and sciences than the people and programs which are involved. However, educational excellence requires adequate resources to supplement the work of teachers and students. Though Shaw Hall has come to be deprecated in later years because of problems with noise, ventilation and the immovable chairs, the building was seen as a major advance in the Fifties by students and teachers who had been confined to Duration and Old North. Shaw is now undergoing limited remodeling to meet some of the criticisms. Likewise, the addition of Sherff Hall to the campus for the use of the Natural Science departments was more than welcomed, particularly because it was air-conditioned.



Aerial view of Wesleyan campus, 1974

However, the single most important aspect of the building program in relation to the academic programs, particularly to those in Liberal Arts, was the construction of the new Library. Noise and the inadequacy of space had long been standard complaints registered by students and faculty who found Buck Memorial Library intolerable. The new building was first occupied in 1968. It combined spaciousness and innovative, user-oriented design, with the blessings of carpeting (to control noise) and air-conditioning (to permit concentration on something other than discomfort). All University library collections with the exception of the Music Library were centralized in the new structure. Freed of the constraints imposed by the Buck structure and realizing the important and changing role of learning resources (both traditional print materials and non-print media such as film and micro-film), the University has in recent years substantially increased allocations for library acquisitions and operations. Aside from significant growth of the collection, the most apparent evidence of expanded commitment to the Library is seen in the establishment of the Media Center in 1973 under the direction of a full-time professional specialist in media and instructional design.

Naturally, no discussion of Wesleyan's academic successes could be complete without mention of the faculty which was responsible for the continued excellence in teaching which set IWU apart over the years. It is obviously impossible to note the contributions of all the outstanding faculty members who served the institution over the years, but the dedication and decades-long contribution of some individuals must be recognized. The mention of a few individuals is intended to illustrate rather than detract from the achievement of all.

Among these are the late Dr. William Eben Schultz, colorful author-historian-composer-English professor, and Dr. R. Dwight Drexler, who came to Wesleyan as a freshman and stayed to teach and inspire uncounted piano pupils. Both joined the faculty in 1934. The immeasurable contributions of Dr. William T. Beadles during his years as a teacher and administrator must also be recognized.

The decade of the Forties brought Jack Horenberger, another alumnus, as coach, physical education teacher and later, in 1957, as Director of Athletics; the late Dr. Wayne W. Wantland, biologist, chairman of the Division of Natural Sciences and guiding spirit behind the Science Advisory Committee; and the late Dr. Bunyan Andrew, historian and chairman of the Division of Social Sciences. The dedicated leadership of Dr. Carl M. Neumeyer, Rupert Kilgore and Dr. Lawrence Tucker in the Schools of Music, Art and Drama has already

been noted elsewhere.

Doris Meyers began her career at Wesleyan 20 years ago and has taught English, Philosophy, and the Humanities. In this decade Dr. Wendell W. Hess headed the Department of Chemistry and in 1971 was named Director of Science Programs and in 1975, Associate Dean of the University.

Thus, the academic dimensions of the University have changed, sometimes in response to the changing nature of knowledge, and sometimes in response to the changing ideas about the processes of teaching and learning. Some of the changes no doubt reflected the wants and demands of students, of faculty members, of society, and even of administrators. Some were inevitably dictated by economy. Assessing the causes of change must be undertaken with caution. Passing judgment as to the merits of yesterday versus today is equally hazardous. Perhaps the best measure of academic quality in an institution may be found in the achievements of its graduates. But even these can be deceptive; such achievements take time to make themselves known and even then who is to say whether they are attributable to the institution or simply to the qualities of the people who chose to attend it.

CAMPUS LIFE: From the Wesleyan “Family” to “University Community”

“Campus life” encompasses everything from water fights to presidential receptions; it covers experiences more extensive and infinitely more diverse than those encountered in the classroom. Such experiences, which are in a sense incidental to college education, may sometimes have a more profound effect on the lives of those involved than their academic experiences.

Major trends and changes in campus life generally shifted from the conception of Wesleyan as a family toward the idea of a University community composed of a variety of individuals with frequently divergent interests. More specifically, there were changes in living patterns, periods of increased activism for social and political reform, expansion of services provided to students by the University, changes in patterns of social contact and social activities of students, and finally the move away from the University as a substitute parent.

Campus life changed significantly with the construction of the Memorial Student Center and seven large residence halls, resulting in a truly residential college community rather than the previous dispersion of students in Greek houses and private homes. The Center was dedicated to the IWU students who served and gave their lives in World War II. With Pfeiffer and Magill Halls, it represented an early and bold step into the post-war era at a time when capital expansion might have seemed better delayed. The Center was expanded twice: In 1961 the Dug Out and ground floor food service areas were added, and in 1966 the present Commons and the basement game room expanded the building's capacity to meet all projected needs.

Expanding enrollment and government assistance with financing enabled the University to add residence halls on the average of one every three years beginning with Dolan Hall in 1955 and culminating with East Hall in 1970. A social sorority (Alpha Omicron Pi) and a fraternity (Acacia) added houses to the campus in 1956 and 1957, respectively. However, economic pressures resulted in the policy requiring freshman to live in University residence halls and dine in the Commons.

The non-academic services provided to students were gradually expanded during the years following WW II and especially during the years of sustained growth. Services associated with growing numbers of people living in the University's residence halls and eating in the



Memorial Student Center

Commons sometimes presented management problems, and in 1969 Wesleyan turned management of the food services over to a commercial food service enterprise. Throughout most of the years, the supervision of residence halls and their occupants was the function of housemothers—head residents who were almost exclusively older women. Hall governments selected students to share the head residents' responsibilities to some extent. Later a limited number of undergraduate "hall counselors" or resident assistants were employed by and responsible to the University. By the end of the Sixties, student resident assistants were allocated throughout the residence halls; their functions included counseling of residents as well as some forms of disciplinary supervision. The parallel between life in the residence halls and the family structure was beginning to break down. Thus, in the Seventies, there has been a conscious policy shift away from head residents according to the concept of "housemothers" and toward head residents considered as young professionals in the field of student personnel. Today's head residents are much closer to the age of the students who live in their halls and almost without exception have had or are in the process of getting formal training at the graduate level which is relevant to their functions as counselors.

Tuition increased rapidly and substantially, particularly during the years of expansion beginning in 1958. The previous year, anticipating the establishment of the Illinois State Scholarship Commission, the

University became the first school in Illinois to “package” a financial aid proposal, thus guaranteeing funds from a combination of loans, grants and jobs for students. Under this pioneering plan, State Scholarship winners who enrolled at Wesleyan in 1958 could qualify for 80 percent of tuition and fees. Tuition increases, the result of dramatically rising inflation in recent years, have reduced the percentage, but the University still attracts a substantial number of State Scholarship winners each year.



The Commons

More than any other single aspect of college life, institutional food is the perennial butt of student humor and griping. Such has been the case at Wesleyan since the time when meals were served in Kemp Hall and line-cutting was felt by some to be a serious problem. Some times have actually been worse than others, however. The all-time low at IWU was apparently reached in October 1966 when a shortage of rice for chop suey reportedly resulted in the substitution first of chow mein noodles and next of dry breakfast cereal (Cap'n Crunch?). Failing to appreciate the cook's inventiveness, the student body rose up angry and over 100 students filed a formal protest petition. The administration acted quickly to bring a food service consultant to the campus.

This trend toward higher tuition has been sustained in recent years by dramatically rising inflation. The financial aid service, established formally in 1963, and the University's policy were the *sine qua non* without which many recent alumni and current students would have been unable to attend Wesleyan. A related external development was, of course, the vast expansion of government sponsored grants, work-study programs, and loan guarantees and subsidies at both the state and national levels. Through its exceptionally effective financial aid services, Wesleyan assisted more and more students both directly with grants, loans, and jobs from University funds, and indirectly by providing assistance in obtaining support from external sources. The proportion of students receiving some form of aid rose from less than 40 percent in 1964 to over 70 percent in 1974 and the total aid administered from all sources now exceeds 2.5 million dollars annually. There can be little doubt that this program has been and continues to be of crucial importance both to individual students and to the overall development of the University.

Out of the Ashes

The Phoenix was born of the vision which came to be known as the "counter-culture." It may have been a faint, small echo of the shock waves the "beat" generation sent through America from both coasts. But whatever its origins, the coffeehouse, hastily fashioned out of an old residence in a suitably obscure corner of the campus, met immediate needs for its patrons in the early days of 1966. It was a haven for those inclined to folk songs, poetry readings, social concerns, protests against senseless war, or simply solitary communion with "a different drummer" inside themselves.

As might be expected with a free spirit, the Phoenix has experienced numerous crises of management and finances during its short history, including the destruction of its original home which was declared a fire hazard. In 1971 the coffeehouse was reconstructed, largely from the original materials, in the basement of the Memorial Student Center. Its spirit is renewed each term when it is born again.

Counseling services, both in the area of academic advising and counseling related to problems of a personal nature, have been made more systematic and formalized over the years. In part, these trends are probably due to the increased size and complexity of the Universi-

ty community. For several years Wesleyan has retained professional counselors on a part-time basis to offer students needed assistance in coping with the intensity of modern academic life. Efforts to improve advising have been further intensified in recent years as the University has come to realize the value of this process as a means of preventing avoidable attrition, i.e. students who drop out because they mistakenly believe that the institution cannot meet their needs. Reducing such attrition helps prevent enrollment declines for the University and saves time and money for the students who are helped.

Another pioneering step in the development of student services at IWU was the establishment of an Office of Career Planning in 1969, under the direction of Anne Meierhofer, the former Dean of Students. While there had been a placement service and limited career counseling since the late Forties, this change represented a breakthrough in two ways. First, the new program constitutes a conceptual advance; it stresses the overall function of vocational counseling and planning assistance for students in all fields and at all levels of development from freshmen to seniors. Career Planning integrates with the other counseling services relating to academic advising and personal problems. Second, the change demonstrated a shifting of priorities in recognition of its increasing importance to students faced at once with more competition for jobs and/or graduate training, and with career choices that are increasingly complex. Thus, the University, for the first time, assigned the career counseling and placement function as the sole responsibility of a professional staff member.

In addition to changes in residence patterns and student services, the years since the war, especially during the Sixties, saw a substantial change in the patterns of social activities adopted by students. Greater diversity in the social outlooks of students, movements toward individualism or even non-conformity, and increasing involvement in political and social action movements spelled the end of many of the traditional all-school functions such as proms and other formal dances. Informal dances and "exchanges" continued to be frequent functions, particularly among the Greeks, but even these declined in popularity and were often replaced by more spontaneous small-group gatherings. By the late Sixties, the only significant all-school gatherings were associated with athletic contests, concerts, required convocations, or expressions of social or political protest. The traditional social calendar which formerly prevented the simultaneous scheduling of dances or "functions" was no longer necessary and requirements for the presence of faculty chaperones at all social events were abandoned,



All-school dances, now just a memory

much to the relief of at least some faculty members and students.

If the campus gained social sophistication and individual freedom, the resulting benefits may be offset to some extent by the possible loss of community identity or of those formal structures which facilitate efforts at meeting a greater variety of people. It is possible that the social contact between faculty and students is more genuine and natural today, but on the other hand, there may have been more of it in the past.

Already noted as an exception to the general decline of all-school gatherings, Wesleyan's athletic program is a standout. The athletic program has over the years exhibited a rare consistency of achievement and has continuously commanded the support and respect of the Titan community. Jack Horenberger's four-man coaching staff includes three alumni. Together, the staff members have served the University for more than 80 years.

The only change during the years since the war which might have been expected to have an adverse affect on the athletic programs was the decision in 1962 to end the practice of awarding athletic scholarships. Instead of being a handicap, it seems that the change actually resulted in benefit as IWU continued in subsequent years to field teams composed of able and intelligent athletes who performed out of a desire for personal achievement and a loyalty to Wesleyan. No account of the glories and defeats of Titan athletic history over the past 30 years could do justice to the fans' memories of thrilling moments of excitement or disappointment. The achievements are in the record books and no effort to recount them will be made here.

V—I—C—T—O—R—Y

Even when hopes of defeating Normal's Redbirds on the gridiron were dim, there was some satisfaction to be gained through superior pranksterism. A favorite target of Titan daredevils in later years was the so-called ISU Victory Bell which mysteriously found its way out of locked storage for guest appearances on the Wesleyan Quad or at pep rallies.



The End of an Era

While Wesleyan grew in the years after 1945, Illinois State University (Normal) exploded to over 18,000 students. The year 1969 saw the final football clash which IWU lost 27-6. The all-time IWU-ISU football record stands at 35 wins, 36 losses, and 7 ties. In 1970 the basketball rivalry climaxed with a thrilling last-second win by the Titans 69-68 which gave Wesleyan a 69 to 42 edge in the all-time standings.

Several classes of Wesleyan students have known the excitement of having the basketball team go to the NAIA Tournament in Kansas City. The Titans represented District 20 in 1961, 1966, 1970, and 1971, and IWU fans swarmed to "K.C." in such numbers as to make lasting impressions on the natives and the other participants. For all the trips, the Titan record was 3 wins and 3 losses. The best finish was 2 wins and a loss in a quarterfinal round, in 1966.

At the time when the greatest number of veterans were enrolled, some signs of breakdown appeared in the University's control over the lives of students outside the academic sphere. Required chapel attendance, for example, began to meet with resistance. Presumably, the maturity and independence of the veterans led them to resist or ignore some of the social constraints placed upon them. It was many years later, however, before the University's assumption of a substitute parent role came under direct attack. The concept known as *in loco parentis* under which the University assumed responsibility for the safety and social conduct of its students has largely disappeared, but its decline was a long process which was a painful and frustrating experience as well as a *cause célèbre* for many students and administrators.

Spring Fever

The symptoms of spring fever, a disease endemic to college students of all generations, have varied greatly over the years. Perhaps the most common characteristic of these manifestations is frivolity, though sunworship also plays a part and libidinous urges no doubt underlie it all. Thus there are water fights and there used to be panty raids. In more affluent times patterns of migratory behavior developed and students drove south as the birds made their way north. Frisbees always seem to hold a new fascination in the spring. On the more extreme level, one recalls the mass march in 1969 when warm air and the ostensible goal of liberating Wesleyan's women from the bondage of curfew hours inspired Titans and Redbirds nearly 2,000 strong to march (for some reason which is still a mystery) to the McLean County Courthouse. Most recently, springtime has induced various uninhibited college students to streak, unencumbered by clothing, through the balmy night.

As with most parent-young adult relationships, the most intense clashes of will centered on sexual and moral questions and/or related to the general theme of maturity and independence — thus, the burning issues always seemed to revert to the curfew for women and the segregation of the sexes generally. The personal decision as to the use of alcoholic beverages was also a perennially vexing question.

Though there was potential resistance in the Fifties (perhaps even covert actual resistance) to the regulations restricting the personal freedom of students for the purpose of their own protection or for the

peace of mind of their parents, the overt concern of students to such control did not become apparent until the Sixties and the era of social upheaval on campuses nationwide. Even then the objections, though vociferous, were relatively restrained. Dialogue between students and administrators, though protracted, seldom broke down, and University controls on the lives of individuals, particularly on the lives of women students, were relaxed in a long series of negotiated stages covering nearly a decade.

There is evidence that many Wesleyan students and faculty members have always been aware of the larger political and social worlds—even during the allegedly apathetic Fifties. However, activism for social and political change has varied notably over the years, no doubt influenced by the times, the size of the student body, the resources available for organization and action, and the intensity of other demands on students' time. Perhaps the most significant factor leading to what appears to have been a major upsurge in activism during the Sixties was the establishment of the student activity fee under the control of the Student Senate. This fee provided substantial resources for the support of educational and cultural programs as well as entertainment and social activities.

Wesleyan "Underground"

Those among the student body whose appetites for wit and/or political muck-raking were not satisfied by the ARGUS often took matters into their own hands. Some such as the founders of Wesley-O were interested in a humor magazine; others such as the mysterious group called THORNE wrote lengthy reports on the state of the University in addition to sending anonymous notes to individuals who did good or ill as judged by THORNE. Other publications, including the Purple Page, RAP, Wolf, and El Lobo, ran the gamut from campus humor to slander.

Throughout several years of the ARGUS, the University was also treated to the anonymous pronouncements of mysterious figures who called themselves "Charles Martel" or later "The Gadfly." These unknown wielders of barbed pens were at times witty, pompous, vicious, satirical, stimulating, or incomprehensible, but nearly always good for a laugh of one sort or another.

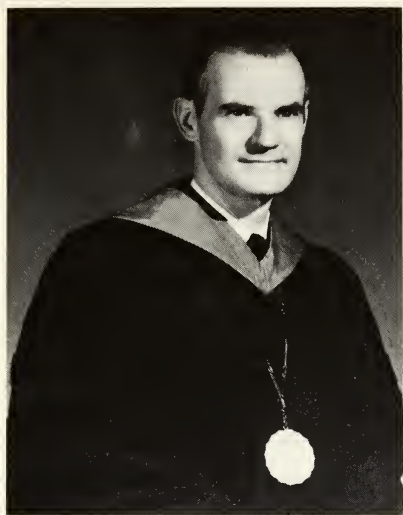
The religious activities of students have always been an important aspect of campus life, but for several years, especially in the early and middle Sixties, the Religious Activities Commission, supported financially by the Student Senate, was in the forefront of efforts to stimulate discussion of values and promote student awareness of the moral dimensions of social and political responsibility. National movements, first for civil rights and later for an end to what was perceived as a criminally unjust war, found their reflections among Wesleyan students, faculty, and staff. Many of these reform efforts translated themselves into change of the University itself. The establishment of an Afro-American Culture Center in response to needs expressed by the Black Students Association is one example of the direct effects on the school. Some within the University community opposed these movements, and demonstrations and confrontations of conflicting views ranged in form from rational discussion to shouting matches, but they never resulted in violence to persons or property.

UNIVERSITY ADMINISTRATION AND GOVERNANCE: Stability and Involvement

By design this sketch portrays the University in the abstract; as if its successes and failures, to the extent they could be controlled at all, were the result of a collective institutional will, yet in reality it is individual people who make decisions and take steps which result in good or ill for Illinois Wesleyan. Organizational structures are neither as interesting nor as important to the final outcome as the people who work within them, but they do make a difference and they reflect something of the people who erect them. Trends and specific changes over the last 30 years reveal both the shifting needs of the institution and the overall stability which resulted from a dedicated staff with relatively low turnover.

The stability of Wesleyan's leadership has been an extraordinary factor in institutional strength. Since 1947 Wesleyan has had only three Presidents, and three Presidents of the Board of Trustees. Of the six Academic Deans who have served IWU since 1950, three account for all but five of the past 24 years. In addition, successful leadership in University business operations, admissions, student aid, student personnel, administration and the four professional Schools has been provided by a few individuals with decades of service.

This leadership strength and stability can best be illustrated by a brief chronology. In the Spring of 1947 Dr. Merrill Holmes assumed the presidency of Illinois Wesleyan; under his administration the University built the Memorial Student Center and several large residence halls and completed the Centennial Fund campaign. He was succeeded in 1958 by Dr. Lloyd Bertholf, whose 10-year presidency was marked by rising enrollment, faculty development, the establishment of the Collegiate School of Nursing, and the construction of seven major campus buildings. In 1968 the mace was passed to Dr. Robert S. Eckley, who came to higher education from an executive position in industry. His administrative priorities have included qualitative academic improvement, enrollment stability and an institution-wide system of management by objectives. Overlapping the terms of the three presidents were those of three Board presidents. Ned Dolan led the board from 1939 to 1962 and was succeeded by Paul Allison. In 1970 Allison retired and the Board elected Clifford E. Schneider as president. The three academic deans whose tenure has been most significant in recent Wesleyan history have been Dr. William T. Beadles (1953-59), Dr. Everette



Dr. Robert S. Eckley, 15th President of Illinois Wesleyan University, on his inauguration day

Walker (1961-70), and Dr. John L. Clark (1970-).

Organizational trends toward more formality in the constituted governmental structures and toward more professional training and specialization in some of the administrative areas seem to have been accompanied by increased formal concern and involvement of students and faculty members with the general decision-making processes. Wesleyan has consistently enjoyed a higher level of involvement by students and faculty in such administrative functions as public relations and admission recruiting than many other colleges have experienced.

The campus community and some consultants have noted that Wesleyan has, over the years, resisted the temptation toward administrative top-heaviness. Some would even contend that the reluctance to add administrative staff was and is too great. It is apparent, however, that the major expansions in the administration have been in response to specific institutional needs, seldom, if ever, losing sight of the primary goals of the University.

Academic administration, in particular, has traditionally been narrowly prescribed and subordinated to the primary educational functions of instruction. Faculty members and individuals with teaching backgrounds have for the most part assumed the positions of leadership, and there has been little substantial change in the structures within which they worked. The divisional groupings of liberal arts departments was abandoned in 1971, giving some departments a more

WESN

At various times during the past 30 years Wesleyan students and faculty have produced and performed in radio shows aired over Bloomington's WJBC. A recurrent dream was to have a campus radio station, and in the spring of 1972, after several years of frustrated efforts and months of unexpected delays, WESN-FM was born through joint sponsorship and co-operation of the Administration and the Student Senate. With studios in the basement of Kemp Hall and transmitter atop Ferguson Hall, WESN radiates a signal powerful enough to reach most of Bloomington-Normal. Recognizing the station's unique qualities and problems, witty staff members dubbed it "Nonesuch Radio."

direct link with the Dean of the University, but departments with common interests continued to be grouped under the leadership of "program directors," and department chairmen had always had the opportunity to deal directly with the Dean on some matters.

The functions of admission, development, and student personnel services have grown more complex over the years and there has been a trend toward increasingly systematic and professional approaches to their operation. Under the direction of Lee W. Short, a Wesleyan alumnus who joined the administrative staff in 1952 after teaching in the School of Music the previous year, admission, public relations, financial aid, publications and development departments have assumed varying configurations during the years.

Similarly, the expansion of the University's physical plant and financial operations has called for more sophisticated and automated methods, under the leadership of Philip W. Kasch, who came to IWU in 1948 and was named Business Manager in 1961. Particularly in more recent years, as the theories and empirical data relating to college management have become more refined, Wesleyan has made conscious efforts to systematically analyze problems and plan for their solution as well as for future development. Good management has not been accidental and the benefits are clearly apparent in the tangible results.

Of course, good management often takes the form of alert and imaginative exploitation of fortuitous opportunities. A single outstanding example of such imagination serves to illustrate the difference which can be made: Sherff Hall and the Fred Young Fieldhouse are the

result of an inspired co-operative arrangement with the Illinois Agricultural Association, which built them for the University in exchange for their temporary use pending completion of the Association's permanent home office building.



E. E. Sherff Hall, new home of science programs

Faculty members have always had responsibility for decisions on curricula and other requirements, as well as informal involvement in most of the major administrative decisions directly affecting academic matters. For the most part, these responsibilities have been carried out in the context of the plenary meetings of the faculty, or in consultations with administrators on a less formal basis, individually or by means of special committees. During the last several years, however, the role of the faculty has become more formalized and explicit, with the successive implementation of subsidiary committees for policy development and consultation with the administration. In 1970 the faculty (with Trustee and administrative encouragement) adopted its first constitution formally setting forth the responsibilities of the faculty and the structures for implementation.

Trends in the development of the student role in University governance are perhaps best illustrated by the inclusion of two students as full voting members of the Faculty Curriculum Council created by the new Faculty Constitution. There is evidence that student views have always received the attention of administration and faculty in recent decades, though responsiveness and the context in which the views were considered have changed considerably. By the end of the Fifties, students were included in the membership of nearly all standing administrative committees and the Student Senate had

been given nearly full autonomy in the use of the student activity fee. As students became more assertive of their inherent interests in the operation of the school, the University responded by enlarging their participating roles.

The provisions for regular contacts between Trustees and students were significant and pre-dated similar moves at other colleges by several years. Though there was some controversy at the time, the admission of student representatives and reporters of the student press to the general faculty meetings must also be considered a kind of progressive landmark. Only two years elapsed between the time of faculty resistance to admission of the ARGUS into its meeting and the decision accepting membership of students on the Curriculum Council.

Both faculty and students have on many occasions demonstrated the capacity for serious involvement in the University's affairs and concern for its future development which goes far beyond immediate self-interest. Whether one's conception of Wesleyan likens it to a family or an academic and social community, it is this involvement and interest in the well-being of the whole which has enabled IWU to weather many formidable difficulties.

Wesleyan has not been without the guidance of experts in making the decisions which have affected its future. In the late Forties and again in the late Fifties, the Division of Higher Education of the Methodist Church was a source of valuable consultation which led to many improvements. In 1967 and 1973 accreditation review teams from the North Central Association provided important input to the process of self-evaluation and planning, and the Association provided continuing consultation for the years between visits. Specialized accreditation groups in the professional fields of Nursing, Music, and Teacher Education have provided periodic evaluations.

The University, realizing the value of an external perspective, also retained occasional departmental consultants. In 1972, this practice was formalized at the recommendation of the Self-Study Committee and a policy of regular periodic consultation for all departments and schools was implemented. Finally, consultants have been utilized to good advantage in purely administrative areas such as development and personnel management.

The trustees of a university in some ways represent its permanence and its future more than its present. It is to be expected that the charter and the trustees of an institution will not be subject to frequent or substantial change, and this sort of stability has been characteristic

of Wesleyan's governing body. With the exceptions of certain fundamental decisions such as the selection of presidents, raises in tuition, and action on faculty contracts, the presence of the trustees is seldom perceived in the day-to-day functioning of the school. More typically, the work of the trustees may be seen indirectly in the results of the building program or the growth of the endowment.



The Landmarks Fall

By all accounts, Duration Hall endured for too long. It lasted from 1943 following the fire which destroyed the upper floors of Hedding until it was used for purposes varying from IWU Administration, to classrooms and faculty offices, to the offices of the Central Illinois Conference of the Methodist Church.

The Arch, so long a symbol of Illinois Wesleyan and a reminder of the impressive structure which once stood on the site of Duration Hall, was lost for structural and economic reasons in spite of sentimental desires for its preservation.

Wesleyan's last 19th Century building was razed in 1967 to make way for the new Library. The possibility of restoration had been investigated and found infeasible. Despite its symbolic value as an IWU landmark, many of those who occupied Old North in its declining years say they were happy to see it go.

Thus it is not surprising that the structural changes in the Board which were effected in 1968-69 had no immediate impact on the campus. The membership was reduced from 48 to 39, with one-fourth to be elected by the Central Illinois Conference of the United Methodist Church. Prior to 1968, the entire Board had been so selected. A new committee structure was instituted to parallel the administrative organization of the University, and these four committees—Academic Affairs, Business Affairs, Campus Life, and Development—recommend policy decisions to the full Board. The officers of the Board, the committee chairmen, the Bishop or his alternate and the President of the University comprise the Executive Committee which meets monthly.

Wesleyan's Trustees have contributed directly and substantially to the more concrete operations of the campus in many limited but important ways. One example of long standing is the role of Trustees with scientific backgrounds in the work of the Science Advisory Committee. This group has met annually since the Forties with the Director of Science Programs to offer expert guidance in that area of the curriculum. Trustees have been instrumental in special study groups such as the Visiting Committees which helped to assess Wesleyan's strengths and needs during the 1970 Year of Re-evaluation and thereafter. For many years the Trustees have also exhibited an openness to student ideas and an interest in the student viewpoint. This openness is best evidenced in the formation of the Trustees standing committee on Campus Life and the regular invitation to students to discuss issues of concern at the Committee's regular meetings. Since 1969 student leaders have been invited as visitors at regular Trustee meetings, and more recently, Student Senate officers have been given the opportunity to attend committee meetings other than Campus Life, whenever the various committees are not in executive session.

It is important to recognize the significant role played by the Trustees in the major capital developments of the University since the Second World War. In 1949 Trustee initiative created the "Special Investment Fund," which provided, at a particularly crucial time, substantial returns for programs involving one-time expenses (such as buildings). Trustee involvement also contributed to the success of the Twelfth Decade Advance building program. More recently Trustee involvement in both current and capital fund raising has intensified, helping Wesleyan not only to meet stiffer challenges to its economic stability but to set records for fund raising in the process.

CONCLUSION: Directions for the Future

—We are the Founders.

As Wesleyan completes the first quarter of its second century and enters into the last half of the 1970s, it faces many challenges, but it does so from a position which may inspire a guarded optimism. The major goal as identified by members of the Administration, by special Visiting Committees and by planning groups including faculty members and students is to continue to improve the academic quality of the institution as well as to expand its reputation for quality. A corollary goal is to maintain a stable enrollment and to increase financial security.

To a very great extent, the external forces working on the University comprise the stiffer of the obstacles to success in meeting these goals. The well-qualified student body and the continuing financial resources which are necessary for success are threatened from a number of directions; most prominently by the general economic malaise of the nation and by the predicted declines in the growth rate of the national student population which have resulted in greater competition for students among all colleges and especially between institutions in the public and private sectors.

The source of what has been called "guarded optimism" in the face of these challenges is the record of Wesleyan's achievement in the past few years. To date, IWU has "bucked the trend" which is threatening small private institutions across Illinois and the nation. The quality of the faculty has been demonstrably improved, the size of the student body has been stabilized near the peak of overall quality with respect to the average test scores and high school rank of the students admitted. Alumni and friends of the University have responded overwhelmingly during the past five to seven years, as both current and capital giving to Wesleyan repeatedly set new records.

Another reason for cautiously anticipating continued advancement in the immediate future is evident throughout the history of the last 30 years. That evidence is found in the sustained dedication of individual members of the staff, student body, and faculty, sometimes to the point of self-sacrifice. While such a history of dedication is not uniquely characteristic of Wesleyan, there is evidence to suggest that student and faculty concern and involvement in such areas as admission recruitment and development are among the distinguishing characteristics which set IWU apart from similar schools which are experiencing more difficulties.



The Loss of the Elms

The campus landscape changed drastically and sadly when more than 100 large trees were lost to disease in the space of little more than a year. Currently a comprehensive landscaping project is being carried out by a full-time grounds foreman under the direction of a landscape architect who is an alumna. It will be many decades before IWU students and staff enjoy the cool shade of as many large trees as graced the campus in 1958, however.

The central question for the future of Illinois Wesleyan is reasonably clear: Can it continue the trend of success and achievement, evident in the first half of the Seventies, in the face of continuing, perhaps increasing, challenges? Barring some unforeseen events of cataclysmic proportions, there is reason to believe that Wesleyan has the capacity to overcome these. There is a firm foundation upon which to build. In the final analysis, the most important factor is likely to be the one over which we, as members or friends of the Wesleyan community, have the most control: That is the extent and quality of our own individual contributions in the University's support—the dedication, imagination, and resourcefulness with which we meet the challenges ahead.

Once each year, the Wesleyan Community gathers to honor the University's founders, to venerate the rugged and dedicated characters who first brought the University into being and kept it alive in its infancy. Part of the ceremony is inevitably the singing of the "Alma Wesleyana", which, with its sentimental and all-encompassing pledges of eternal loyalty, should serve as a reminder that each generation of the community is a group of founders of the institution as it exists for all who succeed. It should be obvious from the preceding pages that Wesleyan has outgrown or spilled over its foundation many times in just a few years and each time those present have built the underpinnings for new additions or reconstruction. We pay our respects to the past which went before us, but we should not forget that *we* are the founders of the University as it is today and as it will be tomorrow.



About The Author

George Vinyard was born in White Hall, Illinois, grew up on a farm there and attended North Greene High School. He entered Illinois Wesleyan in 1967 and soon became involved in activities of the campus community. He worked on the *Argus*, served as treasurer and later president of the Student Senate, and was one of the first student representatives on the Faculty Curriculum Council. After graduating magna cum laude with a bachelor of arts degree in English in 1971, he spent one term in graduate study at Boston University before returning to Wesleyan as administrative assistant to the Dean and President. His duties included writing the 1972 University Self Study Report, preparing grant proposals, editing the catalog and performing staff work for the Faculty Task force on the course unit system. In August 1974, Mr. Vinyard left Wesleyan to enter the University of Michigan Law School.

